

About The New England Common Assessment Program

This report highlights results from the Fall 2012 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2012 Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2011-2012

School Results

School: Lyman Moore Middle School

District: Portland Public Schools

Code: 1134-1355



Fall 2012 - Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2011-2012

Grade Level Summary Report

School: Lyman Moore Middle School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1355

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

NECAP RESULTS

		School												District						State						
		Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
						N	%	N	%	N	%	N	%													
READING				160	45	28	81	51	24	15	10	6	752	484	24	48	17	11	749	13,579	14	55	21	10	746	
MATH				162	30	19	58	36	43	27	31	19	742	488	20	32	22	26	740	13,583	20	39	21	20	742	
WRITING																										

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2011-2012

Reading Results

School: Lyman Moore Middle School
District: Portland Public Schools
State: Maine
Code: 1134-1355

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 760–780)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 740–759)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

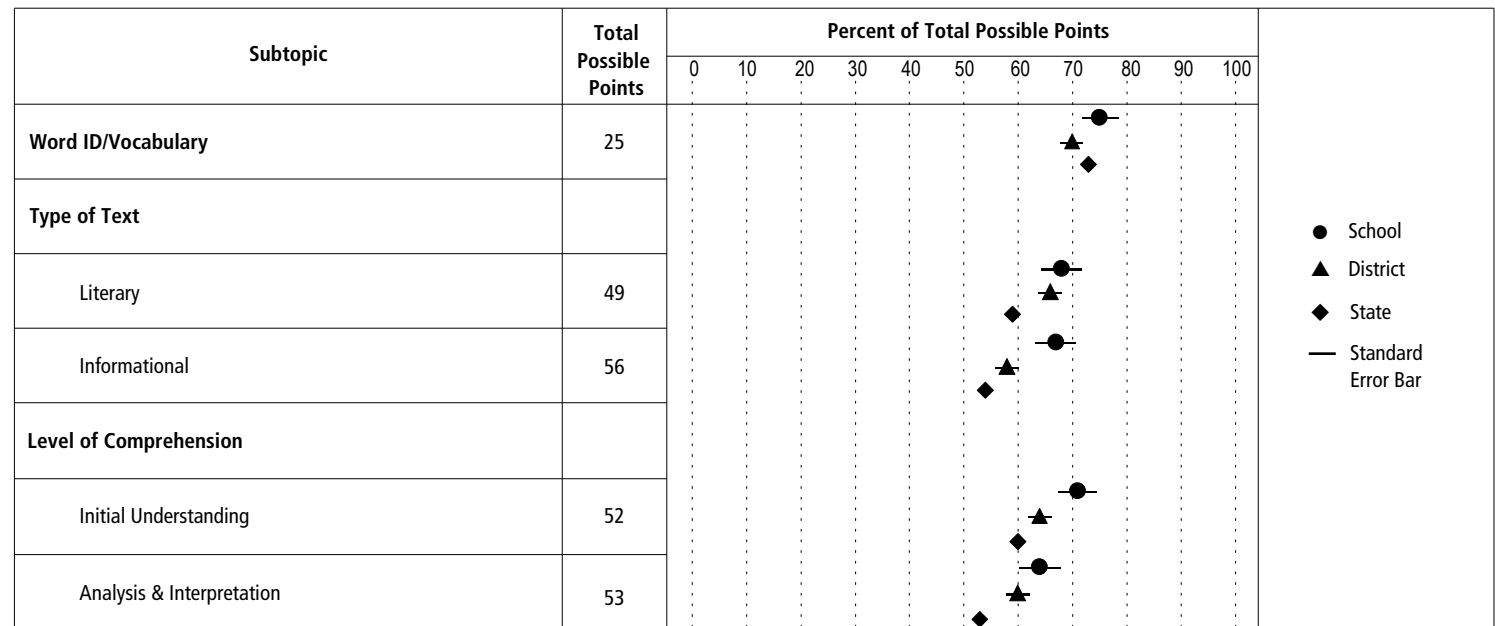
(Scaled Score 729–739)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 700–728)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11				167	26	16	92	55	35	21	14	8	746
2011-12				134	21	16	77	57	23	17	13	10	747
2012-13				160	45	28	81	51	24	15	10	6	752
Cumulative Total				461	92	20	250	54	82	18	37	8	748
District													
2010-11				468	81	17	232	50	99	21	56	12	746
2011-12				444	101	23	224	50	74	17	45	10	749
2012-13				484	117	24	233	48	83	17	51	11	749
Cumulative Total				1,396	299	21	689	49	256	18	152	11	748
State													
2010-11				14,013	1,475	11	7,775	55	3,382	24	1,381	10	745
2011-12				13,789	1,815	13	7,850	57	2,870	21	1,254	9	746
2012-13				13,579	1,968	14	7,413	55	2,877	21	1,321	10	746
Cumulative Total				41,381	5,258	13	23,038	56	9,129	22	3,956	10	746





Fall 2012 - Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2011-2012

Disaggregated Reading Results

School: Lyman Moore Middle School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1355

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				160	45	28	81	51	24	15	10	6	752	484	24	48	17	11	749	13,579	14	55	21	10	746
Gender																									
Male				82	18	22	43	52	16	20	5	6	750	247	16	53	21	10	747	6,921	9	53	26	13	743
Female				78	27	35	38	49	8	10	5	6	754	237	32	43	13	11	751	6,658	21	56	17	7	749
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				10	0	0	8	80	2	20	0	0	750	36	22	50	22	6	750	201	11	55	23	11	745
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						108	8	54	24	14	743
Asian				7										34	18	50	18	15	745	201	21	58	11	10	749
Black or African American				36	8	22	16	44	7	19	5	14	747	105	9	42	25	25	740	391	7	39	26	28	738
Native Hawaiian or Pacific Islander				0										0						18	17	72	11	0	750
White				102	33	32	51	50	13	13	5	5	754	292	30	51	13	6	752	12,480	15	55	21	9	746
Two or more races				5										17	41	35	24	0	754	180	12	52	25	12	744
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				29	1	3	17	59	7	24	4	14	742	120	2	41	28	29	736	374	2	34	29	36	734
Former LEP student - monitoring year 1				6										11	27	73	0	0	755	38	16	79	5	0	753
Former LEP student - monitoring year 2				9										14	36	43	14	7	755	44	32	59	5	5	755
All Other Students				116	39	34	57	49	15	13	5	4	754	339	32	50	14	4	753	13,123	15	55	21	9	746
IEP																									
Students with an IEP				20	1	5	3	15	10	50	6	30	735	80	1	26	39	34	734	2,203	1	22	39	38	732
All Other Students				140	44	31	78	56	14	10	4	3	754	404	29	52	13	6	752	11,376	17	61	18	4	749
SES																									
Economically Disadvantaged Students				95	14	15	50	53	21	22	10	11	746	281	10	48	25	17	743	6,641	7	50	28	15	742
All Other Students				65	31	48	31	48	3	5	0	0	760	203	43	48	7	2	757	6,938	21	59	15	4	750
Migrant																									
Migrant Students				0										0						1					
All Other Students				160	45	28	81	51	24	15	10	6	752	484	24	48	17	11	749	13,578	14	55	21	10	746
Title I																									
Students Receiving Title I Services				0										164	26	46	17	11	749	2,446	8	48	31	13	742
All Other Students				160	45	28	81	51	24	15	10	6	752	320	23	49	17	10	749	11,133	16	56	19	9	747
504 Plan																									
Students with a 504 Plan				9										17	12	65	18	6	748	451	10	54	30	7	745
All Other Students				151	43	28	75	50	23	15	10	7	752	467	25	48	17	11	749	13,128	15	55	21	10	746

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2011-2012

Mathematics Results

School: Lyman Moore Middle School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1355

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 752–780)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 740–751)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

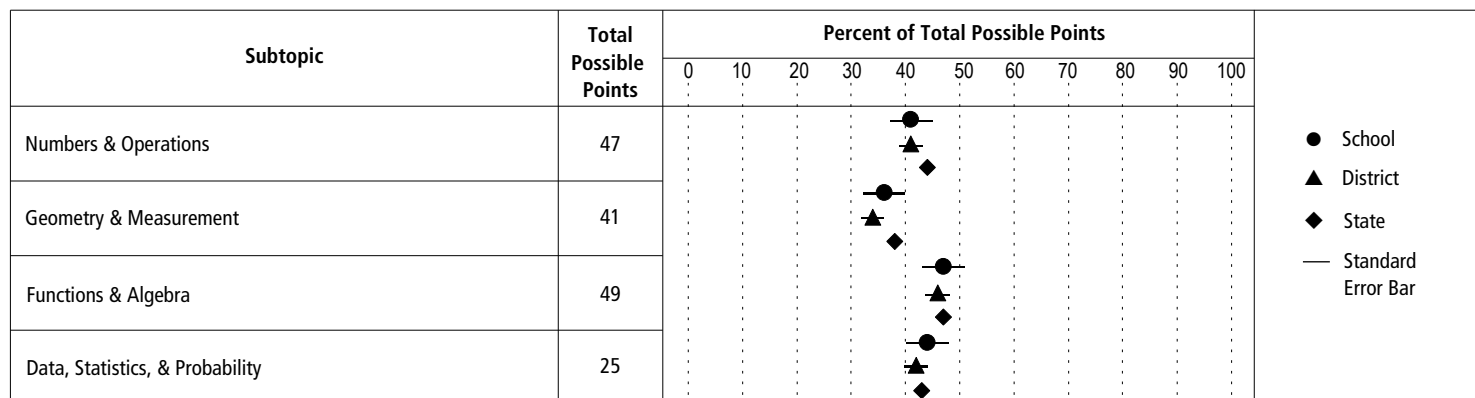
(Scaled Score 734–739)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 700–733)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11				167	16	10	72	43	32	19	47	28	739
2011-12				135	27	20	53	39	21	16	34	25	741
2012-13				162	30	19	58	36	43	27	31	19	742
Cumulative Total				464	73	16	183	39	96	21	112	24	741
District													
2010-11				486	71	15	188	39	94	19	133	27	740
2011-12				447	88	20	174	39	81	18	104	23	742
2012-13				488	97	20	156	32	109	22	126	26	740
Cumulative Total				1,421	256	18	518	36	284	20	363	26	741
State													
2010-11				14,044	2,310	16	5,892	42	2,990	21	2,852	20	742
2011-12				13,820	2,869	21	5,502	40	2,670	19	2,779	20	743
2012-13				13,583	2,674	20	5,310	39	2,862	21	2,737	20	742
Cumulative Total				41,447	7,853	19	16,704	40	8,522	21	8,368	20	742





Fall 2012 - Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2011-2012

Disaggregated Mathematics Results

School: Lyman Moore Middle School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1355

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				162	30	19	58	36	43	27	31	19	742	488	20	32	22	26	740	13,583	20	39	21	20	742
Gender																									
Male				83	17	20	26	31	23	28	17	20	742	250	24	27	24	25	741	6,922	20	38	21	21	742
Female				79	13	16	32	41	20	25	14	18	742	238	16	37	20	27	740	6,661	19	40	21	19	742
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				10	1	10	3	30	4	40	2	20	738	36	11	25	36	28	736	206	11	34	26	29	738
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						108	13	35	28	24	740
Asian				7										34	21	29	18	32	739	202	35	34	18	13	746
Black or African American				37	2	5	10	27	12	32	13	35	736	108	2	20	25	53	732	398	4	25	25	46	733
Native Hawaiian or Pacific Islander				0										0						18	22	56	17	6	748
White				103	25	24	38	37	25	24	15	15	744	293	28	36	21	16	744	12,472	20	40	21	19	742
Two or more races				5										17	18	59	12	12	745	179	16	44	17	23	741
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				31	0	0	7	23	11	35	13	42	734	124	2	17	23	57	730	387	3	21	24	52	731
Former LEP student - monitoring year 1				6										11	9	55	27	9	743	38	26	53	18	3	748
Former LEP student - monitoring year 2				9										14	29	50	21	0	748	44	36	45	14	5	749
All Other Students				116	27	23	42	36	29	25	18	16	743	339	26	36	22	16	744	13,114	20	40	21	19	742
IEP																									
Students with an IEP				20	1	5	4	20	3	15	12	60	731	80	3	20	21	56	731	2,198	3	14	21	62	730
All Other Students				142	29	20	54	38	40	28	19	13	743	408	23	34	23	20	742	11,385	23	44	21	12	744
SES																									
Economically Disadvantaged Students				97	10	10	30	31	31	32	26	27	738	285	9	27	26	38	736	6,647	10	35	25	30	738
All Other Students				65	20	31	28	43	12	18	5	8	747	203	35	39	17	8	747	6,936	29	43	17	11	746
Migrant																									
Migrant Students				0										0						1					
All Other Students				162	30	19	58	36	43	27	31	19	742	488	20	32	22	26	740	13,582	20	39	21	20	742
Title I																									
Students Receiving Title I Services				0										165	22	33	20	25	742	2,448	9	34	29	28	738
All Other Students				162	30	19	58	36	43	27	31	19	742	323	19	32	24	26	740	11,135	22	40	19	18	743
504 Plan																									
Students with a 504 Plan				9										17	0	47	24	29	738	451	18	41	25	16	743
All Other Students				153	30	20	54	35	40	26	29	19	742	471	21	31	22	26	741	13,132	20	39	21	20	742

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Note: Some numbers may have been left blank because fewer than ten (10) students were tested.